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ABSTRACT

This publication is the first to be released from the 1993 National Study of Postsecondary Faculty (NSOPF93), a study about faculty and instructional staff (n=31,354) in higher education institutions. Through text, tables, and figures, it analyzes the number and representation of faculty and instructional staff, employment status, principal activity, principal discipline of teaching, and racial/ethnic representation in the various teaching disciplines. Technical notes about the study are provided. Tables include: percentage distribution of faculty and instructional staff, by employment status, type and control of institution, rank, race/ethnicity, and gender; percentage distribution of full-time and part-time faculty and instructional staff, by principal activity, type and control of institution, rank, race/ethnicity, and gender; percentage distribution of full-time and part-time faculty and instructional staff, by activity and faculty status, type and control of institution, rank, race/ethnicity, and gender; percentage distribution of full-time and part-time faculty and staff with any instructional responsibilities, by race/ethnicity, gender, type and control of institution, program area, and rank; and standard errors of the proportions of full-time and part-time faculty and instructional staff, by type and control of institution, rank, race/ethnicity, and gender. (JDD)

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Survey Report

October 1994

1993 National Study of Postsecondary Faculty

Faculty and Instructional Staff: Who Are They and What Do They Do?

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NATIONAL CENTER FOR EDUCATION STATISTICS

Survey Report October 1994

1993 National Study of Postsecondary Faculty

Faculty and Instructional Staff: Who Are They and What Do They Do?

Linda J. Zimbler
Postsecondary Education Statistics Division

U.S. Department of Education
Office of Educational Research and Improvement NCES 94-346

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October 1994

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Foreword

This publication is the first to be released from the 1993 National Study of Postsecondary Faculty (NSOPF93), a study about faculty and instructional staff in higher education institutions in this country. The 1993 NSOPF and its predecessor, the 1988 NSOPF, were conducted by the National Center for Education Statistics within the U.S. Department of Education to fill the information gap about this important population in our society. Additional support for the NSOPF has been provided by the National Endowment for the Humanities and the National Science Foundation. Since its inception, NSOPF has stimulated wide interest at the federal, state, institution, and individual level. Organizations and individual researchers have obtained faculty data that provided them with national norms and knowledge in general about faculty backgrounds, responsibilities, workloads, compensation, attitudes, and plans for the future.

The next report to be published from the NSOPF will provide data from the 1988 and 1993 NSOPFs and will analyze the changes that have occurred for instructional faculty and staff over this 5-year period of time. Additional NCES publications planned from the NSOPF database(s) will include information about: women and minority faculty, part-time faculty, faculty in 2-year higher education institutions, faculty workload, research activities of faculty in various types of higher education institutions, faculty retirement and other departure plans, and faculty and their work over time. It is anticipated that these publications will be released in the Spring and Summer of 1995.

Finally, researchers are encouraged to conduct their own in-depth analysis of the data.

Paul D. Planchon
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Although there is only one author listed on this publication, it could not have been completed without the contributions and assistance of many individuals. First, many thanks to the following individuals at NORC, the National Opinion Research Center: Sameer Abraham, the author of the technical notes; Marek Pietryzck, who provided all the estimates and standard errors in the report; and Natalie Suter, who shepherded the tables to their present state.

I would like to thank the following individuals who provided technical and editorial comments on this report: Michael Cohen, Salvatore Corrallo, and Mary Rollefson, NCES; James Dietz, the National Science Foundation; Rita Kirshstein, Pelavin Associates; Christine Maitland, the National Education Association; and James Palmer, Illinois State University. Many thanks to Suellen Mauchamer who expeditiously edited the report.

My deep appreciation to Samuel Barbett, Patricia Brown, Scott Feldman, Randolph Hall, Martha Hollins, and Sindy McGill for their technical expertise and their patience in transferring their expertise to me, and to Roslyn Korb who tirelessly reviewed and commented on all drafts of this report.

I would like to thank the members of the National Technical Review Panel for the National Study of Postsecondary Faculty (NSOPF) who suggested that the NSOPF be expanded from its focus in 1988 on instructional faculty and staff to its current inclusion of all faculty and instructional staff.

Finally, I want to express my appreciation to the thousands of individuals who participated in this study, including institutional coordinators, administrators, and faculty and instructional staff. Clearly, the study could not have been completed without their cooperation.

Highlights

This report describes faculty and other instructional staff in higher education institutions. Faculty may or may not have instructional duties, depending on their arrangement with their institution. Similarly, individuals with instructional duties may not have faculty status, again based on an individual institution's policy. In this report the first five tables and three figures consider all faculty and instructional staff. Tables 6 and 7 and figure 4 consider only faculty with some instructional duties along with other instructional staff.

- In the fall of 1992, 885,796 faculty and instructional staff were employed by colleges and universities: approximately two-thirds were employed full time and one-third were employed part time by their institutions (table 1).

- Eighty-seven percent of the faculty and instructional staff in higher education institutions were white, not of Hispanic origin; 5 percent were Asian or Pacific Islander; 5 percent were black, not of Hispanic origin; 3 percent were Hispanic; and less than 1 percent were American Indian or Alaskan Native (figure 1).

- Most faculty and instructional staff (63 percent or 558,532) were male (table 1).

- Among full-time faculty and instructional staff, approximately two-thirds indicated that their principal activity at their institution was teaching. Of the remaining one-third, approximately 12 percent indicated that their principal activity was research, 12 percent indicated administration, and 11 percent indicated that they were principally involved in something else (i.e., technical activities, clinical service, community/public service, etc.) (table 2 and figure 3).

- Although some faculty and instructional staff's principal activity was not instruction during the fall of 1992, approximately 90 percent of all faculty and instructional staff had some instructional responsibilities (figure 4).

- Not all instructional staff are considered to be faculty at institutions of higher education: 24 percent of all part-time faculty and instructional staff indicated that they engaged in teaching but did not have faculty status at their institution and 3 percent of all full-time faculty and instructional staff indicated that they taught during the fall of 1992 but did not have faculty status (tables 4 and 5).

- The largest numbers of instructional faculty and staff were teaching in the natural sciences (101,681 full-time and 42,544 part-time instructional faculty and staff). Other disciplines with large numbers of instructional faculty and staff were the health sciences, the social sciences, and the humanities. Instructional faculty and staff teaching in these four disciplines comprised more than one-half of the total instructional faculty and staff in the nation's colleges and universities (tables 6 and 7).

- Among full-time instructional faculty and staff, minority females made up 5 percent of the population; minority males 9 percent; white females 28 percent; and white males 59 percent (see table 6). These proportions varied considerably depending on the race/ethnicity and gender of the faculty members and the disciplines in which they were teaching (table 6).

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Faculty and Instructional Staff: Who are They and What Do They Do?

Introduction

Faculties are the pivotal resource around which postsecondary education revolves. They determine curriculum content, student performance standards, and the quality of students' preparation for careers. Faculty members perform research and development work which can advance this nation's technological and economic well-being. Through their public service activities, they also contribute to the public good. For these reasons, it is essential to understand who they are and what they do.

The 1993 National Study of Postsecondary Faculty (NSOPF) was conducted by the National Center for Education Statistics, with support from the National Endowment for the Humanities, and the National Science Foundation, to respond to the continuing need for data on higher education faculty and instructional staff.[1] Included here are the first findings from the 1993 NSOPF. All comparisons that are noted in the report are statistically significant at the .05 level.

Number and Representation of Faculty and Instructional Staff in the Nation

In the fall of 1992, 885,796 faculty and instructional staff were employed by colleges and universities (table 1).[2] Colleges and universities employing large numbers of faculty and instructional staff are the public 2-year colleges, employing 253,711; the public research universities, employing 148,027 faculty and instructional staff; and the public comprehensive colleges and universities, employing 137,922 faculty and instructional staff in the fall of 1992 (table 1).

The overwhelming majority of faculty and instructional staff were white, not of Hispanic origin (87 percent or 770,961). Approximately 5 percent were Asian or Pacific Islander (42,831); 5 percent were black, not of Hispanic origin (42,908); 3 percent were Hispanic (24,520); and less than 1 percent were American Indian or Alaskan Native (4,577) (see figure 1 and table 1). Most faculty and instructional staff (63 percent or 558,532) were male (table 1).

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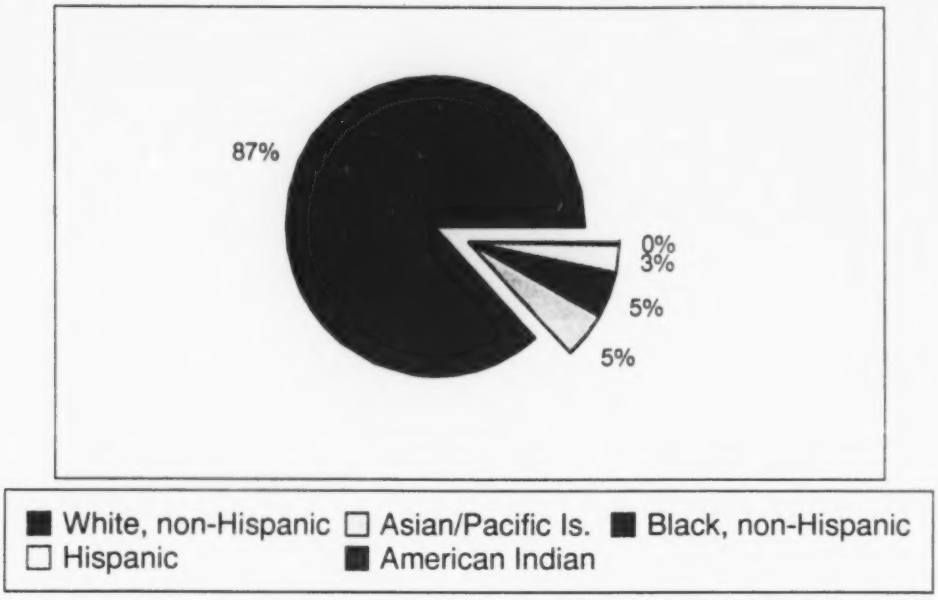
[1]Some institutions do not provide faculty status to all their instructional staff, therefore, there is a need to recognize that instructional staff are part of the NSOPF. However, not included in the NSOPF definition of instructional staff are teaching assistants or individuals who only teach non-credit courses and do not have faculty status at their institution. See the technical notes for a review of the definition of faculty and sample eligibility criteria.

[2]A nationally representative sample of faculty and instructional staff received questionnaires in 1993 that asked about their employment in the fall of 1992. See the technical notes for a discussion of the types and definitions of the institutions and faculty surveyed for NSOPF, the sample design, the survey methodology, the weight calculations, and the accuracy of the estimates.

Figure 1--Racial/Ethnic Distribution of Faculty and Instructional Staff: Fall 1992



NOTE: American Indian/Alaskan Native faculty and instructional staff represent less than 1 percent of the population.

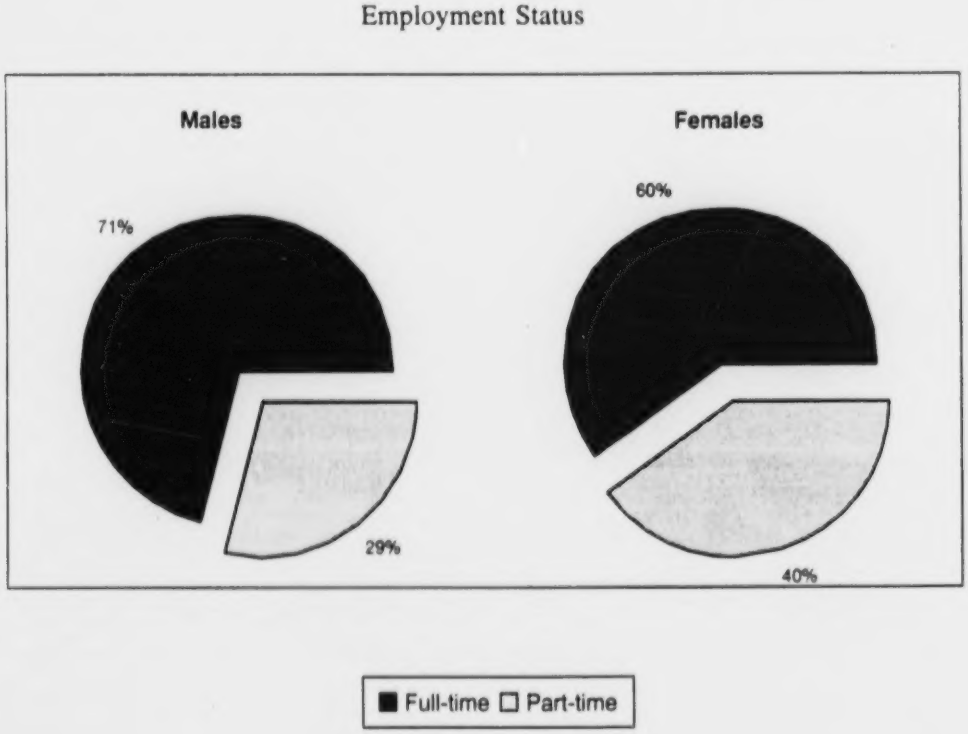
SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Study of Postsecondary Faculty"

Employment Status of Faculty and Instructional Staff

About two-thirds of faculty and instructional staff were employed full time (593,941) and one-third were employed part time (291,855) by their institutions in the fall of 1992 (tables 1, 2, and 3). The employment status of faculty and instructional staff varied depending on the type of college or university where they were employed. Faculty and instructional staff in research institutions were much more likely to be employed full time (87 percent for public research and 75 percent for private research) than faculty and instructional staff employed by public 2-year institutions, where less than one-half of the faculty and instructional staff were employed full time (47 percent). Thus, although public 2-year institutions employed a large number of faculty and instructional staff, most worked only part time at their institution (table 1).

Employment status also varied by gender, race/ethnicity, and academic rank. Forty percent of the female faculty and instructional staff were employed part time compared with 29 percent of the male faculty and instructional staff (figure 2 and table 1). Asian and Pacific Islander faculty were more likely than other types of faculty to be employed full time by their higher education institutions. Finally, faculty with the academic rank of professor (full, associate, and assistant) were overwhelmingly employed full time (88, 89, and 87 percent, respectively); while faculty and instructional staff with the rank of instructor or lecturer were more likely to have been employed part time (67 and 72 percent, respectively) (table 1).

Figure 2--Employment Status of Faculty and Instructional Staff, by Gender: Fall 1992

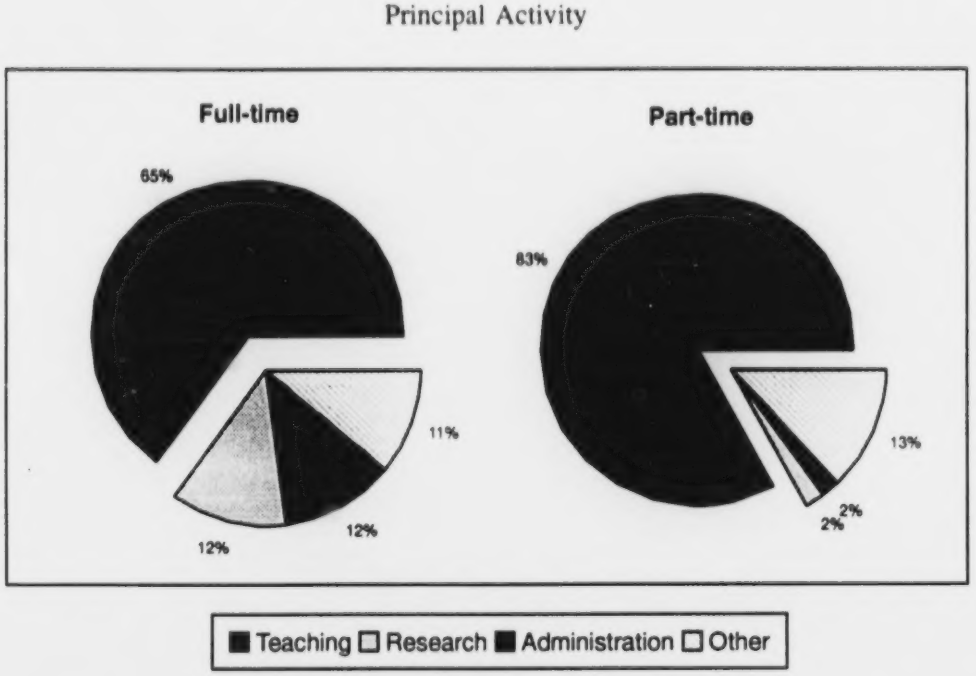


SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Study of Postsecondary Faculty"

Principal Activity of Faculty and Instructional Staff

While faculty are oftentimes thought of primarily as teachers, faculty are engaged in a variety of other activities at their institutions, such as research, administration, community/public service, clinical service, and technical activities. In fact, among full-time faculty and instructional staff, approximately one-third indicated that their principal activity at their institution was something other than teaching: approximately 12 percent indicated research, 12 percent indicated administrative activities, and 11 percent indicated some other activity (i.e., technical activities, clinical service, community/public service, etc.) was their principal activity during the fall of 1992 (table 2 and figure 3). Among part-time faculty and instructional staff, 17 percent indicated that their principal activity was something other than teaching at the institution: 2 percent indicated research, 2 percent indicated administration, and 13 percent indicated that their principal activity involved something else (i.e., technical activities, clinical service, community/public service, etc.) (table 3 and figure 3).

Figure 3--Principal Activity of Faculty and Instructional Staff, by Employment Status: Fall 1992



SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Study of Postsecondary Faculty"

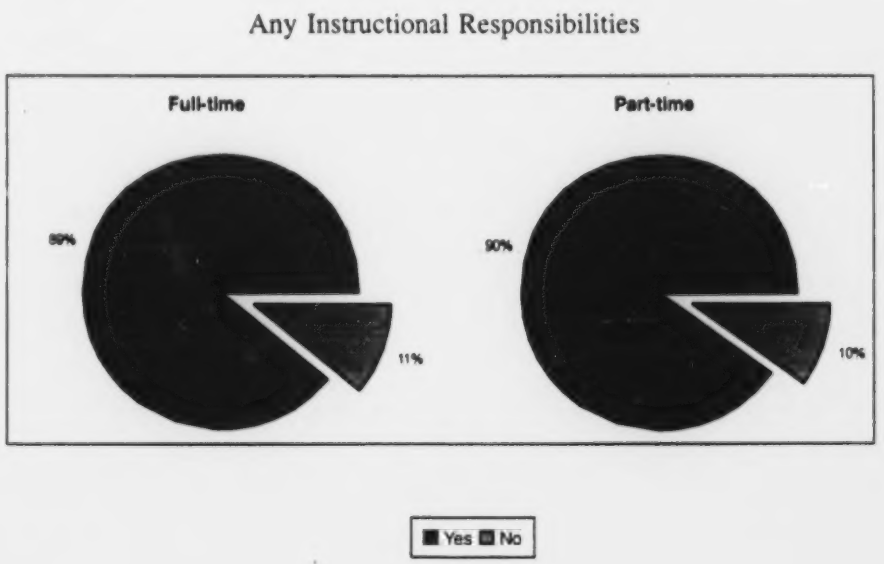
Not surprisingly, full-time faculty and instructional staff at public and private research institutions were much more likely than those at other types of institutions to indicate that their principal activity was research (table 2). For instance, more than one-third of the full-time faculty in private research universities indicated that their principal activity at their university was research. In contrast, almost no full-time faculty and instructional staff at public 2-year institutions were engaged primarily in research.

Full-time Asian and Pacific Islander faculty were more likely than others to be engaged in research as their principal activity at their institutions. Also, full-time professors (including associates and assistants) were more likely than instructors or lecturers to be engaged in research (table 2).

Instructional Faculty and Staff

Although some faculty and instructional staff indicated that teaching was not their principal activity during the fall of 1992, they, in fact, still could have engaged in some teaching. As tables 4 and 5 indicate, very few full- and part-time faculty (11 and 10 percent, respectively) had no instructional responsibilities (figure 4). Alternatively, approximately 90 percent of

Figure 4--Faculty and Instructional Staff with Any Instructional Responsibilities, by Employment Status: Fall 1992



SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Study of Postsecondary Faculty"

faculty and instructional staff had some teaching responsibilities. This confirms the public's general perception of faculty as teachers.

Interestingly, not all higher education institutions designate their instructional staff as faculty. This is especially true at 2-year institutions where the majority of instructional staff teach part time. Twenty-four percent of all part-time faculty and instructional staff indicated that they engaged in teaching but did not have faculty status at their institution during the fall of 1992 (table 5). Among full-time faculty and instructional staff only 3 percent indicated that they were teaching and were not designated as faculty (table 4).

Among the 789,437 faculty and instructional staff who had some instructional responsibilities, 526,222 (67 percent) were employed full time and 263,215 (33 percent) were employed part time, the same distribution as for all faculty and instructional staff (tables 1, 6, and 7).

Principal Discipline of Teaching

When instructional faculty and staff are viewed according to their principal field or discipline of teaching, the largest numbers were teaching in the natural sciences (101,681 full-time and 42,544 part-time instructional faculty and staff). Included within the general category of natural sciences are the biological sciences (i.e., biochemistry, biology, botany, genetics, immunology, microbiology, physiology, zoology, and other biological sciences), the physical sciences (i.e., astronomy, chemistry, physics, earth, atmosphere, and oceanographic, and other physical sciences), mathematics and statistics, and computer sciences (i.e., computer and information sciences, computer programming, data processing, systems analysis, and other computer sciences).

Other program areas with large numbers of instructional faculty and staff are the health sciences (i.e., first-professional,[3] nursing, and other health sciences) (77,996 full-time and 30,336 part-time instructors), the humanities (i.e., English and literature, foreign languages, history,[4] and philosophy) (74,086 full-time and 42,562 part-time instructors), and the social sciences (i.e., anthropology, archeology, area and ethnic studies, demography, economics, geography, international relations, political science and government, sociology, psychology, and other social sciences) (58,526 full-time and 23,556 part-time instructors). The instructional faculty and staff teaching in these four program areas (i.e., natural sciences, health sciences, social sciences, and humanities) comprised more than one-half of the total instructional faculty and staff in the nation's colleges and universities in the fall of 1992 (tables 6 and 7).

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[3]Included within first-professional are the various disciplines of medicine, including psychiatry, dentistry, pharmacy, and veterinary medicine.

[4]History is oftentimes considered a social science. However, in this report we use the convention of the National Endowment for the Humanities, which classifies history as part of the humanities.

Racial/Ethnic Representation in the Various Teaching Disciplines

Among full-time instructional faculty and staff, minority females made-up 5 percent of the population, minority males 9 percent, white females 28 percent, and white males 59 percent (table 6). The proportions for all full-time instructional faculty and staff varied considerably depending on the race/ethnicity and gender of the faculty members and the disciplines in which they were teaching. Below is a listing of disciplines in which a specific racial/ethnic group represented a higher proportion than their overall proportion would suggest:

Asian and Pacific Islander males comprised 4 percent of all full-time instructional faculty and staff; however, they had higher representations than their overall proportion in the following disciplines:[5] engineering (16 percent), computer sciences (10 percent), natural sciences in general (7 percent), and the first-professional disciplines (7 percent).

Asian and Pacific Islander females comprised 1 percent of all full-time instructional faculty and staff; however, they had higher representation than their overall proportion in the foreign languages (6 percent).

Black females comprised 2 percent of all full-time instructional faculty and staff; however, they had higher representations in the disciplines of non-teacher education (5 percent),[6] and nursing (7 percent).

Hispanic males comprised 2 percent of all full-time instructional faculty and staff; however, they had higher representation in the foreign languages (5 percent).

Hispanic females comprised 1 percent of all full-time instructional faculty and staff; however, they had higher representations than their overall proportion in the foreign languages (7 percent) and in non-teacher education (3 percent).

White females comprised 28 percent of all full-time instructional faculty and staff; however, they had higher representations than their overall proportion in the following disciplines: education, both teacher (50 percent) and non-teacher (37 percent) education,

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[5]Although it may appear that Asian and Pacific Islander males had a higher representation in the discipline of economics than their overall proportion, this difference is not statistically significant.

[6]Included within this program area are the disciplines of basic skills, bilingual/cross-cultural education, curriculum and instruction, education administration, education evaluation and research, educational psychology, special education, and student counseling and personnel services.

health sciences,[7] especially in nursing (88 percent) and the other health sciences[8] (42 percent), English and literature (45 percent), and in the foreign languages (37 percent).

White males comprised 59 percent of all full-time instructional faculty and staff; however, they had higher representations than their overall proportion in the following disciplines: agriculture and home economics (71 percent),[9] engineering (73 percent), history (71 percent), philosophy (82 percent), physical sciences (77 percent), economics (70 percent), political sciences (76 percent), and the occupationally specific programs[10] (76 percent).

Although not cited here, there are several disciplines where minorities and women had lower representations than their overall proportion (tables 6 and 7). And in general, black and Hispanic instructional faculty and staff representations in the various disciplines are not reflective of their overall representations in the general population.[11]

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[7]Full-time female instructional faculty and staff had lower representation than their overall proportion in the first-professional health sciences (19 percent).

[8]Included are the disciplines of allied health technologies and services, health services administration, public health, and other health sciences.

[9]While it was necessary to combine the teaching disciplines of agriculture and home economics to have a sufficient sample of instructional faculty and staff, the higher representation of white males in this category is contributed by agriculture rather than home economics.

[10]Included within this program area are a number of vocational training disciplines, e.g., construction trades, mechanics and repairers, precision production, and transportation and material moving.

[11]U.S. Bureau of the Census, Current Population Reports, P23-182, Exploring Alternative Race-Ethnic Comparison Groups in Current Population Surveys. U.S. Government Printing Office, Washington, DC 20402.

Table 1--Percentage distribution of faculty and instructional staff, by employment status, type and control of institution, rank, race/ethnicity, and gender: Fall 1992

Type and control of institution, rank, race/ethnicity, and gender	Faculty and instructional staff		Employment status	
	Number	Percent	Full-time Percent	Part-time Percent
All institutions [1]	885,796	100	67.1	32.9
By type and control				
Public research	148,027	100	87.4	12.6
Private research	55,755	100	75.4	24.6
Public doctoral [2]	77,721	100	81.0	19.0
Private doctoral [2]	44,124	100	68.0	32.0
Public comprehensive	137,922	100	75.1	24.9
Private comprehensive	64,966	100	59.2	40.8
Private liberal arts	60,074	100	68.9	31.1
Public 2-year	253,711	100	46.6	53.4
Other [3]	43,495	100	64.1	35.9
By academic rank				
Not applicable	27,179	100	72.2	27.8
Full professor	201,707	100	87.9	12.1
Associate professor	153,340	100	88.7	11.3
Assistant professor	157,818	100	87.0	13.0
Instructor	246,103	100	32.6	67.4
Lecturer	46,083	100	27.8	72.2
Other ranks	53,566	100	57.2	42.8
By race/ethnicity				
American Indian/Alaskan Native	4,577	100	61.2	38.8
Asian/Pacific Islander	42,831	100	77.1	22.9
Black non-Hispanic	42,908	100	68.8	31.2
Hispanic	24,520	100	62.1	37.9
White non-Hispanic	770,961	100	66.6	33.4
By gender				
Female	327,264	100	59.5	40.5
Male	558,532	100	71.4	28.6

[1] All accredited, nonproprietary U.S. postsecondary institutions that grant a 2-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.

[2] Includes institutions classified by the Carnegie Foundation as specialized medical schools.

[3] Public liberal arts, private 2-year, and religious and other specialized institutions, except medical.

NOTE: Details may not add to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Study of Postsecondary Faculty"

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Table 2--Percentage distribution of full-time faculty and instructional staff, by principal activity, type and control of institution, rank, race/ethnicity, and gender: Fall 1992

Type and control of institution, rank, race/ethnicity, and gender	Full-time faculty and instructional staff		Principal activity			
	Number	Percent	Teaching Percent	Research Percent	Administration Percent	Other [1] Percent
All institutions [2]	593,941	100	65.7	11.5	11.5	11.3
By type and control						
Public research	129,375	100	46.9	27.0	11.9	14.2
Private research [3]	42,036	100	37.1	36.9	7.8	18.2
Public doctoral [3]	62,991	100	53.4	17.0	12.6	17.1
Private doctoral [3]	29,990	100	54.9	9.6	15.0	20.5
Public comprehensive	103,588	100	80.0	2.2	11.4	6.4
Private comprehensive	38,479	100	81.6	0.9	11.1	6.3
Private liberal arts	41,412	100	79.1	0.6	13.2	7.1
Public 2-year	118,194	100	81.0	0.3	10.0	8.7
Other [4]	27,876	100	75.7	3.3	14.1	7.0
By academic rank						
Not applicable	19,623	100	71.3	3.6	18.4	6.7
Full professor	177,356	100	65.7	12.1	15.1	7.1
Associate professor	136,039	100	67.0	12.3	9.5	11.2
Assistant professor	137,237	100	66.9	13.5	5.7	13.8
Instructor	80,239	100	78.1	2.1	6.7	13.1
Lecturer	12,812	100	75.4	3.7	9.8	11.1
Other ranks	30,635	100	14.6	27.7	34.7	22.9
By race/ethnicity						
American Indian/Alaskan Native	2,800	100	74.6	8.4	9.6	7.5
Asian Pacific Islander	33,011	100	58.9	23.0	5.1	13.0
Black non-Hispanic	29,526	100	67.0	4.2	16.0	12.8
Hispanic	15,237	100	63.5	9.1	10.1	17.3
White non-Hispanic	513,368	100	66.1	11.2	11.7	11.0
By gender						
Female	194,883	100	67.9	7.0	11.8	13.4
Male	399,058	100	64.6	13.7	11.4	10.3

[1] Includes technical activities, clinical service, community/public service, etc.

[2] All accredited, nonproprietary U.S. postsecondary institutions that grant a 2-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.

[3] Includes institutions classified by the Carnegie Foundation as specialized medical schools.

[4] Public liberal arts, private 2-year, and religious and other specialized institutions, except medical.

NOTE: Details may not add to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Study of Postsecondary Faculty"

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Table 3--Percentage distribution of part-time faculty and instructional staff, by principal activity, type and control of institution, rank, race/ethnicity, and gender: Fall 1992

Type and control of institution, rank, race/ethnicity, and gender	Part-time faculty and instructional staff		Principal activity			
	Number	Percent	Teaching Percent	Research Percent	Administration Percent	Other [1] Percent
All institutions [2]	291,855	100	83.2	2.1	1.5	13.2
By type and control						
Public research	18,652	100	71.4	10.7	3.4	14.4
Private research	13,719	100	61.9	7.9	3.4	26.8
Public doctoral [3]	14,730	100	74.8	5.2	2.3	17.8
Private doctoral [3]	14,134	100	66.3	3.7	0.8	29.3
Public comprehensive	34,334	100	86.8	2.5	0.7	10.0
Private comprehensive	26,487	100	92.1	0.2	1.9	5.8
Private liberal arts	18,662	100	90.0	0.2	2.5	7.3
Public 2-year	135,518	100	85.3	0.5	1.1	13.2
Other [4]	15,619	100	90.3	1.2	1.7	6.8
By academic rank						
Not applicable	7,556	100	82.0	0.1	3.5	14.4
Full professor	24,351	100	81.6	5.3	2.2	10.9
Associate professor	17,301	100	72.0	3.7	3.2	21.1
Assistant professor	20,581	100	68.9	4.6	2.8	23.7
Instructor	165,864	100	87.9	0.5	0.6	11.0
Lecturer	33,271	100	89.3	1.2	0.5	8.9
Other ranks	22,931	100	63.9	8.6	6.2	21.3
By race/ethnicity						
American Indian/Alaskan Native	1,777	100	82.0	1.6	--	16.4
Asian Pacific Islander	9,820	100	76.9	6.5	1.6	15.0
Black non-Hispanic	13,382	100	77.2	0.2	4.2	18.3
Hispanic	9,283	100	80.5	0.9	0.7	17.9
White non-Hispanic	257,592	100	83.9	2.1	1.4	12.6
By gender						
Female	132,381	100	81.4	1.3	1.6	15.7
Male	159,474	100	84.7	2.7	1.5	11.1

[1] Includes technical activities, clinical service, community/public service, etc.

[2] All accredited, nonproprietary U.S. postsecondary institutions that grant a 2-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.

[3] Includes institutions classified by the Carnegie Foundation as specialized medical schools.

[4] Public liberal arts, private 2-year, and religious and other specialized institutions, except medical.

NOTE: Details may not add to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Study of Postsecondary Faculty"

Table 4--Percentage distribution of full-time faculty and instructional staff, by activity and faculty status, type and control of institution, rank, race/ethnicity, and gender: Fall 1992

Type and control of institution, rank, race/ethnicity, and gender	Full-time faculty and instructional staff		Teaching without faculty status	Activity of individuals with faculty status			
	Number	Percent	Percent	Any teaching Percent	No teaching, mainly research Percent	No teaching, mainly administration Percent	No teaching, mainly other [1] Percent
All institutions [2]	593,941	100	3.0	85.6	1.8	2.6	7.0
By type and control							
Public research	129,375	100	2.0	81.9	3.7	3.0	9.3
Private research [3]	42,036	100	3.0	74.0	7.8	1.2	14.1
Public doctoral [3]	62,991	100	1.3	85.1	2.2	2.4	9.0
Private doctoral [3]	29,990	100	1.8	82.9	2.0	2.7	10.6
Public comprehensive	103,588	100	2.4	90.6	0.3	2.7	4.0
Private comprehensive	38,479	100	3.0	92.0	0.1	1.2	3.8
Private liberal arts	41,412	100	3.1	87.6	0.2	4.2	4.9
Public 2-year	118,194	100	5.5	87.2	0.1	2.2	5.1
Other [4]	27,876	100	3.8	87.8	0.2	3.6	4.6
By academic rank							
Not applicable	19,623	100	9.4	76.3	1.0	7.9	5.3
Full professor	177,356	100	0.7	90.2	0.9	2.6	5.6
Associate professor	136,039	100	0.5	90.3	1.0	1.6	6.6
Assistant professor	137,237	100	0.5	89.3	1.6	1.1	7.4
Instructor	80,239	100	6.9	84.0	0.5	0.9	7.6
Lecturer	12,812	100	10.7	80.2	0.4	1.0	7.6
Other ranks	30,635	100	20.5	34.1	15.5	15.2	14.6
By race/ethnicity							
American Indian/Alaskan Native	2,800	100	6.4	84.9	0.8	4.4	3.5
Asian Pacific Islander	33,011	100	2.6	80.8	6.6	0.9	9.0
Black non-Hispanic	29,526	100	4.5	83.7	0.7	4.2	7.0
Hispanic	15,237	100	3.3	83.9	0.4	2.7	9.7
White non-Hispanic	513,368	100	2.9	86.1	1.6	2.6	6.8
By gender							
Female	194,883	100	3.6	84.1	1.4	2.8	8.0
Male	399,058	100	2.7	86.3	2.0	2.5	6.5

[1] Includes technical activities, clinical service, community/public service, etc.

[2] All accredited, nonproprietary U.S. postsecondary institutions that grant a 2-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.

[3] Includes institutions classified by the Carnegie Foundation as specialized medical schools.

[4] Public liberal arts, private 2-year, and religious and other specialized institutions, except medical.

NOTE: Details may not add to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Study of Postsecondary Faculty"

Table 5--Percentage distribution of part-time faculty and instructional staff, by activity and faculty status, type and control of institution, rank, race/ethnicity, and gender: Fall 1992

Type and control of institution, rank, race/ethnicity, and gender	Part-time faculty instructional staff		Teaching without faculty status	Activity of individuals with faculty status			
	Number	Percent	Percent	Any teaching Percent	No teaching, mainly research Percent	No teaching, mainly administration Percent	No teaching, mainly other [1] Percent
All institutions [2]	291,855	100	23.8	66.4	0.6	0.5	8.7
By type and control							
Public research	18,652	100	19.9	66.2	5.1	0.8	8.0
Private research	13,719	100	14.7	64.9	0.9	0.8	18.7
Public doctoral [3]	14,730	100	23.9	65.0	1.5	1.0	8.6
Private doctoral [3]	14,134	100	10.3	72.9	0.4	0.3	16.2
Public comprehensive	34,334	100	25.6	68.6	0.5	0.1	5.2
Private comprehensive	26,487	100	25.1	70.6	--	0.4	3.9
Private liberal arts	18,662	100	23.7	73.2	--	1.0	2.1
Public 2-year	135,518	100	26.5	62.6	0.1	0.4	10.3
Other [4]	15,619	100	19.1	75.6	0.5	0.5	4.3
By academic rank							
Not applicable	7,556	100	22.1	64.0	0.1	2.3	11.5
Full professor	24,351	100	14.0	76.4	1.3	0.2	8.0
Associate professor	17,301	100	9.9	78.4	0.5	0.6	10.6
Assistant professor	20,581	100	5.8	76.3	1.9	0.2	15.8
Instructor	165,864	100	28.1	63.8	0.1	0.1	7.8
Lecturer	33,271	100	26.2	67.4	0.3	0.2	5.8
Other rank	22,931	100	26.8	55.2	2.7	3.4	11.9
By race/ethnicity							
American Indian/Alaskan Native	1,777	100	26.6	59.7	--	--	13.7
Asian Pacific Islander	9,820	100	16.4	68.9	4.9	--	9.8
Black non-Hispanic	13,382	100	21.7	66.4	--	1.0	10.9
Hispanic	9,283	100	20.1	64.1	0.3	0.2	15.3
White non-Hispanic	257,592	100	24.3	66.4	0.5	0.5	8.3
By gender							
Female	132,381	100	23.2	65.6	0.4	0.7	10.0
Male	159,474	100	24.3	67.0	0.8	0.3	7.7

-- Too few cases for a reliable estimate.

[1] Includes technical activities, clinical service, community/public service, etc.

[2] All accredited, nonproprietary U.S. postsecondary institutions that grant a 2-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.

[3] Includes institutions classified by the Carnegie Foundation as specialized medical schools.

[4] Public liberal arts, private 2-year, and religious and other specialized institutions, except medical.

NOTE: Details may not add to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Study of Postsecondary Faculty"

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Table 6--Percentage distribution of full-time faculty and staff with any instructional responsibilities, by race/ethnicity, gender, type and control of institution, program area, and rank: Fall 1992

Type and control of institution, program area and rank	Full-time instructional faculty and staff		Race/ethnicity and gender									
			American Indian/ Alaskan Native		Asian/Pacific Islander		Black non-Hispanic		Hispanic		White non-Hispanic	
	Number	Percent	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
All institutions [1]	526,222	100	0.3	0.2	4.0	1.3	2.6	2.3	1.7	0.8	58.9	27.9
By type and control												
Public research	108,493	100	0.1	0.1	5.7	1.3	1.5	1.2	1.4	0.5	68.7	19.7
Private research	32,350	100	0.2	--	6.7	2.4	2.8	1.9	1.2	0.7	59.2	25.0
Public doctoral [2]	54,433	100	0.6	0.2	4.9	1.4	1.6	1.3	1.7	0.6	62.1	25.7
Private doctoral [2]	25,397	100	0.1	0.1	5.1	1.4	2.9	1.2	2.3	1.0	66.5	19.4
Public comprehensive	96,350	100	0.2	0.3	4.1	1.0	4.9	3.9	1.8	0.8	55.5	27.5
Private comprehensive	36,548	100	--	0.1	2.5	0.9	1.4	1.6	1.0	0.6	60.5	31.3
Private liberal arts	37,560	100	0.3	0.1	1.9	0.9	3.7	1.8	0.9	0.5	54.2	35.8
Public 2-year	109,551	100	0.7	0.3	1.9	1.4	2.5	3.6	2.5	1.6	47.8	37.7
Other [3]	25,540	100	0.3	0.2	3.7	0.9	1.6	1.2	0.8	0.4	67.3	23.6
By program area												
Agriculture and home economics	11,466	100	--	0.7	1.0	1.8	2.2	1.5	1.6	0.2	71.3	19.6
Business	39,848	100	0.6	0.3	4.0	0.8	1.9	2.0	0.9	0.4	62.3	26.6
Communications	10,344	100	0.9	0.3	4.3	1.2	2.8	2.8	1.6	--	56.3	29.8
Education	36,851	100	0.7	0.3	0.5	1.1	3.9	5.1	0.9	2.4	43.9	41.2
Teacher education	12,429	100	0.6	0.2	0.3	1.0	2.0	4.6	0.1	0.7	40.6	49.8
Other education	24,422	100	0.8	0.3	0.7	1.1	4.8	5.4	1.3	3.2	45.6	36.9
Engineering	24,680	100	0.7	--	15.6	1.3	2.1	0.6	2.8	0.2	73.0	3.8
Fine arts	31,682	100	0.3	0.2	1.2	1.6	3.8	1.8	2.1	0.3	60.4	28.3
Health sciences	77,996	100	0.1	0.1	4.0	2.0	2.0	3.2	1.3	0.7	43.1	43.5
First-professional	36,854	100	0.2	--	7.2	2.0	3.1	0.9	2.4	0.8	64.7	18.8
Nursing	20,931	100	--	0.2	0.1	2.3	0.5	6.7	--	0.9	0.9	88.3
Other health sciences	20,211	100	0.2	0.2	2.1	1.6	1.8	3.6	0.8	0.3	47.4	42.1
Humanities	74,086	100	0.3	0.1	1.3	1.9	2.1	2.0	2.0	2.0	53.5	34.8
English and literature	37,476	100	0.5	0.1	0.8	1.3	2.1	2.8	1.3	1.0	45.2	45.0
Foreign languages	13,684	100	--	0.4	1.8	6.4	1.2	0.6	5.4	7.4	40.0	36.6
History	14,644	100	0.3	--	1.8	0.4	3.0	2.2	1.2	0.4	70.6	20.0
Philosophy	8,283	100	0.2	--	1.5	0.3	1.6	0.2	1.1	0.3	82.5	12.3
Law	7,337	100	--	--	0.2	0.7	5.8	2.9	1.3	1.1	57.8	30.0
Natural sciences	101,681	100	0.2	0.1	7.2	0.9	2.5	0.9	1.5	0.3	69.0	17.4
Biological sciences	34,303	100	0.3	0.1	4.3	0.9	2.9	1.2	1.0	0.5	68.4	20.5
Physical sciences	28,299	100	--	--	7.3	0.8	2.0	0.3	1.9	0.1	77.4	10.1
Mathematics	25,407	100	0.5	0.4	9.2	1.2	2.6	1.0	1.7	0.6	61.7	21.2
Computer sciences	13,671	100	--	--	10.4	0.8	2.1	1.3	1.7	0.1	66.5	17.2

Table 6--Percentage distribution of full-time faculty and staff with any instructional responsibilities, by race/ethnicity, gender, type and control of institution, program area, and rank: Fall 1992 (continued)

Type and control of institution, program area and rank	Full-time instructional faculty and staff		Race/ethnicity and gender									
			American Indian/ Alaskan Native		Asian/Pacific Islander		Black non-Hispanic		Hispanic		White non-Hispanic	
	Number	Percent	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Social sciences	58,526	100	0.3	0.2	2.6	0.7	2.9	2.9	1.9	0.8	65.4	22.3
Economics	9,881	100	--	--	7.9	1.6	3.8	0.3	3.0	1.1	70.4	11.9
Political sciences	9,434	100	0.1	--	1.1	0.2	3.4	1.9	2.6	0.4	75.7	14.5
Psychology	17,692	100	0.1	0.2	1.1	0.3	2.1	3.9	1.5	0.8	58.0	31.8
Sociology	9,586	100	0.9	--	1.4	0.8	2.7	3.2	2.3	0.5	68.2	20.1
Other social sciences	11,934	100	0.3	0.6	2.7	0.6	3.2	4.1	0.8	1.1	62.1	24.5
Occupationally specific programs	15,395	100	0.5	0.2	1.9	0.2	3.5	0.9	3.1	0.3	75.9	13.5
All other programs	27,466	100	--	0.1	2.3	0.6	2.8	3.3	2.0	0.7	58.1	30.1
By academic rank												
Not applicable	16,820	100	0.9	0.3	2.0	1.6	1.2	1.3	1.9	0.9	51.6	38.3
Full professor	161,252	100	0.2	0.1	4.5	0.4	2.1	1.1	1.4	0.3	75.7	14.3
Associate professor	123,471	100	0.3	0.1	3.6	1.0	2.9	2.1	1.3	0.8	63.1	24.7
Assistant professor	123,285	100	0.2	0.2	5.0	2.1	2.8	3.0	2.0	1.2	47.5	36.0
Instructor	72,986	100	0.7	0.3	2.2	1.7	3.1	3.8	2.2	1.1	44.1	40.8
Lecturer	11,655	100	--	1.1	3.9	2.6	2.6	3.7	2.0	1.1	29.6	53.4
Other ranks	16,753	100	0.2	0.1	4.2	1.7	4.2	4.6	2.2	1.8	41.5	39.5

-- Too few cases for a reliable estimate.

1/ All accredited, nonproprietary U.S. postsecondary institutions that grant a 2-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.

2/ Includes institutions classified by the Carnegie Foundaion as specialized medical schools.

3/ Public liberal arts, private 2-year, and religious and other specialized institutions, except medical.

NOTE: Details may not add to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Study of Postsecondary Faculty"

Table 7--Percentage distribution of part-time faculty and staff with any instructional responsibilities, by race/ethnicity, gender, type and control of institution, program area, and rank: Fall 1992

Type and control of institution, program area and rank	Part-time instructional faculty and staff		Race/ethnicity and gender									
			American Indian/ Alaskan Native		Asian/Pacific Islander		Black non-Hispanic		Hispanic		White non-Hispanic	
	Number	Percent	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
All institutions [1]	263,215	100	0.4	0.2	1.8	1.3	2.6	1.9	1.8	1.1	48.7	40.1
By type and control												
Public research	16,071	100	--	--	4.8	1.7	0.8	1.6	2.1	1.1	49.2	38.7
Private research	10,924	100	0.4	--	1.8	1.2	3.1	1.1	2.7	--	50.8	39.0
Public doctoral [2]	13,087	100	0.2	0.3	1.9	1.4	1.6	1.4	1.1	0.4	50.9	40.9
Private doctoral [2]	11,752	100	0.2	--	1.0	3.0	6.5	1.1	1.2	0.2	54.5	32.4
Public comprehensive	32,367	100	0.5	0.2	2.7	1.4	3.7	2.5	1.0	1.8	41.0	45.2
Private comprehensive	25,346	100	0.4	0.1	1.7	0.9	2.1	2.7	0.9	0.3	51.5	39.5
Private liberal arts	18,083	100	0.1	--	0.7	0.7	3.9	1.9	1.0	1.6	40.1	50.0
Public 2-year	120,797	100	0.4	0.3	1.5	1.2	2.3	1.8	2.5	1.4	49.9	38.5
Other [3]	14,789	100	0.5	0.3	1.7	2.0	0.7	2.2	1.1	0.3	53.0	38.3
By program area												
Agriculture and home economics	1,936	100	--	--	--	--	--	--	1.0	--	47.8	51.2
Business	24,291	100	0.2	0.4	1.0	1.1	3.1	1.7	2.0	0.7	63.6	26.3
Communications	7,132	100	0.3	0.1	0.6	0.3	3.5	0.7	--	0.6	42.6	51.1
Education	21,821	100	0.3	0.6	0.3	1.1	2.3	5.1	0.7	1.3	29.2	59.2
Teacher education	8,791	100	--	-	0.5	0.8	2.1	6.0	0.6	0.8	20.1	69.2
Other education	13,030	100	0.5	1.0	0.3	1.3	2.4	4.4	0.7	1.6	35.3	52.5
Engineering	7,872	100	2.1	--	6.7	0.7	1.7	--	1.8	--	79.3	7.6
Fine arts	23,228	100	0.4	0.2	0.4	1.9	3.0	1.7	1.4	1.1	46.5	43.5
Health sciences	30,336	100	0.4	0.2	2.1	1.9	3.1	2.3	0.9	0.7	36.6	51.9
First-professional	12,070	100	--	--	4.6	2.3	6.3	1.0	0.6	0.2	58.0	27.0
Nursing	7,398	100	--	0.6	--	2.4	--	5.4	--	0.9	5.6	85.0
Other health sciences	10,869	100	1.0	--	0.9	1.0	1.6	1.6	2.0	1.0	33.8	57.1
Humanities	42,562	100	0.3	0.4	1.2	1.6	1.0	2.0	2.8	3.2	36.0	51.6
English and literature	26,525	100	0.4	0.5	0.6	1.1	0.5	2.6	2.0	1.6	29.5	61.0
Foreign languages	7,408	100	--	0.5	2.3	4.9	0.9	1.5	6.0	12.3	26.7	44.8
History	5,561	100	0.4	--	1.8	--	2.5	0.7	1.7	0.2	62.7	30.0
Philosophy	3,068	100	--	--	2.2	1.2	2.7	0.3	3.0	--	65.4	25.0
Law	8,608	100	--	--	1.4	--	3.7	2.5	0.3	0.3	68.8	23.0
Natural sciences	42,544	100	0.6	--	3.5	1.5	2.9	0.9	2.0	0.4	58.6	29.6
Biological sciences	8,322	100	--	--	1.9	3.4	2.9	1.0	2.1	0.6	49.8	38.3
Physical sciences	7,555	100	--	--	5.2	1.3	1.9	0.3	0.9	0.8	68.2	21.4
Mathematics	17,373	100	0.2	0.1	3.3	0.7	4.1	0.8	2.2	0.2	53.4	35.0
Computer sciences	9,294	100	2.4	--	3.9	1.2	1.7	1.4	2.2	0.4	68.6	18.2

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Table 7--Percentage distribution of part-time faculty and staff with any instructional responsibilities, by race/ethnicity, gender, type and control of institution, program area, and rank: Fall 1992 (continued)

Type and control of institution, program area and rank	Part-time instructional faculty and staff		Race/ethnicity and gender									
			American Indian/ Alaskan Native		Asian/Pacific Islander		Black non-Hispanic		Hispanic		White non-Hispanic	
	Number	Percent	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Social sciences	23,556	100	0.4	0.1	2.1	0.9	3.4	2.7	1.8	0.9	49.4	38.3
Economics	2,166	100	--	--	9.1	2.5	1.4	0.9	2.8	--	69.2	14.0
Political sciences	2,106	100	--	--	--	--	4.5	0.4	3.3	0.7	73.6	17.5
Psychology	10,973	100	0.3	0.3	1.7	0.3	2.2	1.3	1.5	0.5	45.9	46.0
Sociology	3,029	100	--	--	1.6	1.4	6.0	3.9	1.2	0.2	35.0	50.7
Other social sciences	5,282	100	1.2	--	1.1	1.8	4.8	6.5	1.9	2.4	47.1	33.4
Occupationally specific programs	11,757	100	0.1	--	1.3	--	3.3	0.7	5.2	--	71.8	17.6
All other programs	14,033	100	--	--	2.4	1.9	1.8	1.3	2.3	1.5	45.1	43.6
By academic rank												
Not applicable	6,507	100	0.6	--	3.0	1.4	1.9	2.6	--	2.0	43.1	45.4
Full professor	22,026	100	0.7	0.3	2.8	0.7	3.2	1.6	1.7	0.4	63.7	24.9
Associate professor	15,286	100	0.4	0.4	3.7	1.7	1.4	1.2	1.6	0.4	59.2	30.1
Assistant professor	16,897	100	--	--	2.3	1.7	5.6	2.1	0.6	0.4	48.9	38.4
Instructor	152,539	100	0.5	0.2	1.4	1.2	2.3	2.0	2.3	1.2	46.5	42.5
Lecturer	31,159	100	0.1	0.2	2.5	1.8	2.0	1.8	1.3	1.6	48.3	40.3
Other ranks	18,800	100	--	0.5	1.2	1.9	3.5	2.2	0.8	1.3	42.8	45.8

-- Too few cases for a reliable estimate.

1/ All accredited, nonproprietary U.S. postsecondary institutions that grant a 2-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.

2/ Includes institutions classified by the Carnegie Foundaion as specialized medical schools.

3/ Public liberal arts, private 2-year, and religious and other specialized institutions, except medical.

NOTE: Details may not add to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Study of Postsecondary Faculty"

Technical Notes

Overview

The 1992-93 National Study of Postsecondary Faculty (NSOPF-93) is sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). The study receives additional support from the National Science Foundation (NSF) and the National Endowment for the Humanities (NEH). It was conducted by NORC, the National Opinion Research Center at the University of Chicago, under contract to NCES.

The first cycle of NSOPF was conducted in 1987-88 (NSOPF-88) with a sample of 480 2-year, 4-year, doctoral-granting and other colleges and universities, over 3,000 department chairs, and over 11,000 faculty. The second cycle of NSOPF, conducted in 1992-93, was limited to surveys of faculty and institutions, but with a substantially expanded sample of 974 public and private nonproprietary higher education institutions and 31,354 faculty. The study is designed to provide a national profile of faculty: their professional backgrounds, responsibilities, workloads, salaries, benefits, and attitudes.

Institution Universe

The definition of the institution universe for NSOPF-93 was identical to the one used in NSOPF-88. It included institutions in the traditional sector of postsecondary education: that is, institutions whose accreditation at the college level is recognized by the U.S. Department of Education, that provide formal instructional programs of at least 2-years duration, that are public or private nonprofit, and that are designed primarily for students who have completed the requirements for a high school diploma or its equivalent.

Faculty Universe

Unlike NSOPF-88, which was limited to faculty whose regular assignment included instruction, the faculty universe for NSOPF-93 was expanded to include anyone who was designated as faculty, whether or not their responsibilities included instruction, and other (non-faculty) personnel with instructional responsibilities. Under this definition, researchers and administrators and other institutional staff who hold faculty positions, but who do not teach, were included in the sample. Instructional staff without faculty status were also included. The eligible universe of postsecondary faculty was defined as individuals who were:

- full- and part-time personnel whose regular assignment included instruction
- full- and part-time individuals with faculty status whose regular assignment did not include instruction
- permanent and temporary personnel who have any instructional duties, including those who have adjunct, acting, or visiting status
- faculty and instructional personnel on sabbatical leave

Excluded from the NSOPF-93 universe of faculty were:

- faculty and other personnel with instructional duties outside the U.S. (but not faculty on sabbatical leave)
- temporary replacements for faculty and other instructional personnel
- faculty and other instructional and non-instructional personnel on leave without pay
- graduate teaching assistants
- military personnel who taught only ROTC courses
- instructional personnel supplied by independent contractors

Sample Design

A two-stage stratified clustered probability design was used to select the sample. The first-stage NSOPF-93 sampling frame consisted of the 3,256 postsecondary institutions drawn from the 1991-92 IPEDS (Integrated Postsecondary Education Data System[12]) universe. A modified Carnegie[13] classification system was used to stratify institutions by control and type. There were two levels of control, public and private, and nine types, including:

1. Research universities: Among the 100 leading universities receiving federal research funds. Each of these universities awards substantial numbers of doctorates across many fields.
2. Other Ph.D.: Other doctoral-granting universities.
3. Comprehensive colleges and universities: Offer liberal arts and professional programs; master's degree is the highest degree offered.
4. Liberal arts colleges: Smaller and generally more selective than comprehensive colleges and universities. Primarily offer bachelor's degrees, although some offer master's degrees.

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[12]IPEDS is a recurring survey developed and maintained by NCES. Postsecondary education is defined by IPEDS as "the provision of a formal instructional program whose curriculum is designed primarily for students who have completed the requirements for a high school diploma or its equivalent." This definition includes programs whose purpose is academic, vocational and continuing professional education and excludes avocational and adult basic education. IPEDS encompasses all institutional providers of postsecondary education in the United States and its outlying areas. The IPEDS universe for 1990-91 consisted of 10,902 known entities: 142 central/system (or administrative) offices; 2,629 four-year and above institutions; 2,843 two-year schools, and 5,288 schools with less than two-year programs.

[13]See A Classification of Institutions of Higher Education, (Princeton, New Jersey: The Carnegie Foundation for the Advancement of Teaching), 1987.

5. Non-profit, 2-year colleges: Offer associate's degrees.

6. Independent medical schools: Those not considered as part of a 4-year college or university.

7. Religious Colleges.

8. Other: Includes a wide range of professional and other specialized degree-granting colleges and universities.

9. Unknown: Carnegie classification was initially unknown, but was later categorized in one of the above 8 classifications.

The first-stage selections were made using stratified sampling with probabilities within each stratum proportional to the expected number of faculty, except for public and private research schools and public, other Ph.D. schools, where all institutions were selected with certainty. The strata sample sizes were determined by a preliminary pass through the strata using systematic probabilities proportional to size (PPS) sampling with measure of size (MOS) equal to 41 or the estimated number of faculty, whichever was larger. (A MOS was computed for each institution in the frame, whether selected or not.) MOS was defined as the total number of faculty as specified in the most recent IPEDS file.

At the second stage of sample selection, the NSOPF-93 sampling frame consisted of lists of faculty obtained from 817 participating institutions. Each institution was randomly assigned a target total sample size of either 41 or 42. This would yield the desired average cluster size of 41.5. Whenever a school had less than 42 individuals, all faculty were selected. The following oversampling rates were used to select subgroups of faculty: full-time females (3.36), blacks (5.60), Hispanics (5.60), Asians (1.12) and faculty in four NEH disciplines (2.24)--philosophy/religion, foreign languages and literature, English language and literature, and history. To use stratified sampling to select the faculty, sample members were classified into just one of the groups. Sample members who belonged to more than one group were assigned to the group for which the oversampling rate was largest. The final sampling rate for a group was set equal to the sum of the oversampling rate and the rate that would have been used if no oversampling had been implemented. The stratified sampling was performed with the groups as strata, using these final sampling rates.

Data Collection and Response Rates

Prior to data collection it was first necessary to obtain the cooperation of the 974 sampled institutions who were asked to provide annotated lists of all their faculty according to the eligibility (and oversampling) criteria specified for the sample. An initial sample of 789 institutions was contacted by mail and telephone between October 1992 and March 1993; the sample was then supplemented with an additional 185 institutions that were contacted between March and June, 1993. Of the 974 institutions, 12 (1.2 percent) were found to be ineligible. A total of 817 institutions agreed to participate (i.e., provide a list of faculty), for an overall participation rate of 84.9 percent.

Faculty data collection was conducted between January and December 1993, with a two-month hiatus during July and August while most faculty were on summer break. The faculty survey relied on a multi-modal data collection design which combined an initial mail survey with mail and telephone prompting supplemented by computer-assisted telephone interviewing (CATI). Questionnaire and

follow-up mailings were sent out in large waves between January and July 1993 as the lists of faculty were received, sampled, and processed. Coordinators at the participating institutions who signed NCES's affidavit of nondisclosure and confidentiality also assisted in the effort by prompting nonresponding faculty to return their completed questionnaires to NORC. Of 31,354 faculty sampled,[14] 1,590 (5.1 percent) were found to be ineligible. A total of 25,780 interviews were completed for an unweighted response rate of 86.6 percent.

Institution data collection was conducted between September 1993 and May 1994. The institution survey combined a mail survey with mail and telephone prompting that was directed to both participating and nonparticipating institutions, for an eligible sample of 962 institutions. The institution coordinator was the individual most likely to complete the self-administered questionnaire although several institution staff usually contributed to the effort. A total of 872 questionnaires were completed for an unweighted response rate of 90.6 percent.

Weight Calculations

The sample was weighted to produce national estimates of faculty. The weights were designed to adjust for differential probabilities of selection and nonresponse at the institution and faculty levels. After excluding ineligible members from the sample, the adjusted weights for faculty sum to 899,765, the estimated total number of faculty in the target population. Because of the more inclusive definition of faculty used in the NSOPF-93 sampling frame, a poststratification adjustment to the IPEDS population was not calculated. Thus, the IPEDS and NSOPF-93 faculty population definitions and estimates, although similar in many respects, are not identical nor are they intended to correspond directly.

The first-stage institution weights were constructed in three steps. First, the institution's probability of selection into the sample and its raw weight--the reciprocal of its selection probability--were calculated. Second, the initial raw weights were adjusted for institutions that had merged and so were effectively listed multiple times in the sampling frame. Finally, nonresponse adjustment factors were applied to the weights to compensate for institution-level noncooperation.

The faculty weights also were computed in three steps. First, the raw conditional selection probabilities were calculated; these reflected the selection rates for faculty members given that their institutions were sampled. In this step, the initial selection probabilities also were adjusted to reflect the exclusion of a random subsample of faculty and then the reciprocals of the selection probabilities were calculated to yield the raw conditional weights. (A total of 2,000 initial nonrespondents were eliminated through subsampling.) Second, these weights were multiplied by the first-stage nonresponse-adjusted weights to yield second-stage sampling weights that were adjusted for institutional nonresponse. Finally, these latter weights were multiplied by second-stage nonresponse adjustment factors to compensate for nonresponse by faculty members; the product constituted the final faculty weights.

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[14]Initially, 33,354 faculty were sampled. To reduce costs, 2,000 nonresponding faculty were eliminated from the sample through subsampling in August 1993.

Imputation of Missing Data

Missing data occurred when a faculty or institution respondent cooperated in the survey but did not answer one or more survey questions. The item nonresponse rates were generally low, especially for computer-assisted telephone interviews with faculty, since missing or inconsistent critical (and other) items were retrieved by interviewers. Imputation for item nonresponse was performed for each survey item, including don't know responses, to make the study results simpler to present and allow consistent totals to be obtained when analyzing different questionnaire items. Not applicable ("NA") responses were not imputed since these represented respondents who were not eligible to answer the relevant item.

Imputation was performed using several procedures. As part of the editing and cleaning program, gender, race, and employment status of faculty were directly imputed. This information had already been collected for most faculty on the annotated lists supplied by participating institutions to be used in sampling faculty. Whenever this information was available, it was directly imputed to the data file. Additional editing and consistency checks were run to enforce ranges, skip pattern rules, and logical consistency among questionnaire items.

Two statistical procedures--regression and hot-deck--were employed to impute all other missing data. Regression-based imputation was used for ordered and dichotomous variables, whereas hot-deck imputation was used for unordered polytomous variables. For any given survey item, the kind of imputation used was recorded by setting the appropriate value of the imputation flag.

Accuracy of Estimates

The survey estimates provided in this report are subject to two sources of error: sampling errors and nonsampling errors. Sampling errors occur because the estimates are based on a sample of individuals in the population rather than on the entire population. Sampling errors can be estimated using statistical procedures in which a statistic called a standard error is calculated. The standard error is a measure of the variability of estimates due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This represents a 95 percent confidence interval. The standard errors may be used to calculate confidence intervals around each estimate and to compare two or more estimates to determine if the observed differences are statistically significant. For example, the estimated percentage of female faculty and instructional staff reporting that they were employed part time is 40.5 percent, and the estimated standard error is .93 percent. The 95 percent confidence interval for the statistic extends from 38.7 [40.5 - (.93 times 1.96)] to 42.3 [40.5 + (.93 times 1.96)], or from 38.7 to 42.3 percent. Table 8 presents the standard error, along with the unweighted number of respondents, for each estimate presented in table 1 of this report. Standard errors for all other estimates presented in the report are available on request. Estimates of standard errors were computed using a technique known as Taylor Series. A computer program developed by NCES--CTAB--was used to calculate the standard errors.

Comparisons noted in this report are significant at the .05 level as determined by a pairwise t-test for independent samples. When multiple pairwise comparisons were made, the acceptable minimum

Table 8--Standard errors of the proportions of full- and part-time faculty and instructional staff, by type and control of institution, rank, race/ethnicity, and gender: Fall 1992

Type and control of institution, rank, race/ethnicity, and gender	Faculty and instructional staff Unweighted Number	Percent	Employment status Full-time Std Err	Part-time Std Err
All institutions	25,509	100	0.86	0.86
By type and control				
Public research	2,119	100	1.13	1.13
Private research	842	100	4.59	4.59
Public doctoral	2,497	100	2.41	2.41
Private doctoral	1,428	100	3.27	3.27
Public comprehensive	4,751	100	1.92	1.92
Private comprehensive	2,180	100	3.40	3.40
Private liberal arts	1,955	100	2.84	2.84
Public 2-year	8,445	100	1.36	1.36
Other	1,292	100	3.11	3.11
By academic rank				
Not applicable	989	100	2.58	2.58
Full professor	5,445	100	0.88	0.88
Associate professor	4,339	100	1.20	1.20
Assistant professor	4,827	100	1.18	1.18
Instructor	7,414	100	1.15	1.15
Lecturer	1,137	100	2.67	2.67
Other ranks	1,358	100	2.38	2.38
By race/ethnicity				
American Indian/Alaskan Native	160	100	5.22	5.22
Asian/Pacific Islander	1,316	100	1.75	1.75
Black non-Hispanic	2,321	100	1.81	1.81
Hispanic	1,189	100	2.66	2.66
White non-Hispanic	20,523	100	0.92	0.92
By gender				
Female	11,032	100	0.93	0.93
Male	14,477	100	0.92	0.92

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Study of Postsecondary Faculty"

significance level was decreased by means of the Bonferroni adjustment. This adjustment takes into account the increased likelihood, when making multiple comparisons, of finding significant pairwise differences simply by chance. With this adjustment, the significance level being used for each comparison (.05) is divided by the total number of comparisons being made.

The estimates are also subject to bias from nonsampling errors. It is more difficult to estimate the magnitude of these errors. They can arise for a variety of reasons: because of nonobservation (nonresponse and noncoverage), differences in the respondent's interpretation of the meaning of questions, memory effects, misrecording of responses, incorrect editing, coding, and data entry, differences related to the particular time the survey was conducted, or errors in data processing. Whereas general sampling theory can be used in part to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure and, for measurement purposes, usually require the incorporation of methodological experiment as part of the survey or the use of external data to assess and verify survey results. No estimates of nonsampling error have been made for these data.

To minimize the potential for nonsampling errors, the faculty and institution questionnaires (as well as the sample design and data collection and data processing procedures) were field-tested with a national probability sample of 136 postsecondary institutions and 636 faculty in 1992. An extensive item nonresponse analysis of the questionnaires was conducted followed by additional evaluation of the instruments and survey procedures.[15]

In addition, for the full-scale surveys, a computer-based editing system was used to check data for range errors, logical inconsistencies, and erroneous skip patterns. For erroneous skip patterns, values were logically assigned on the basis of the presence or absence of responses within the skip pattern, as feasible given the responses provided. Questionnaires with missing or inconsistent items were retrieved by telephone. Data were keyed with 100 percent verification.

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[15]A complete description of the field test design and results can be found in Abraham, Sameer Y., et al., 1992-93 National Study of Postsecondary Faculty: Field Test Report (Washington, DC: U.S. Department of Education, National Center for Education Statistics [NCES:93-390]), February 1994.

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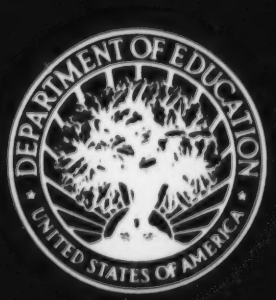

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